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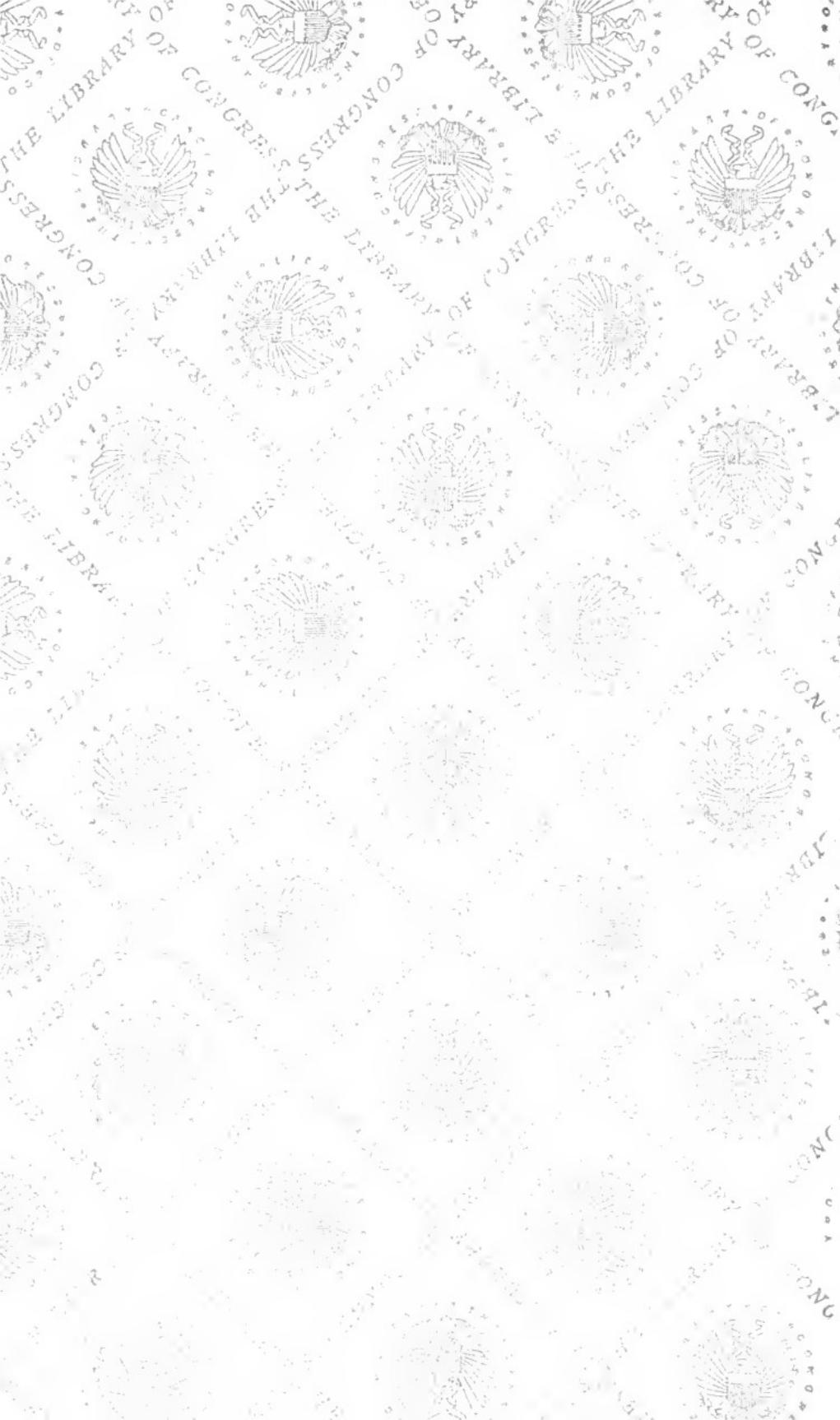
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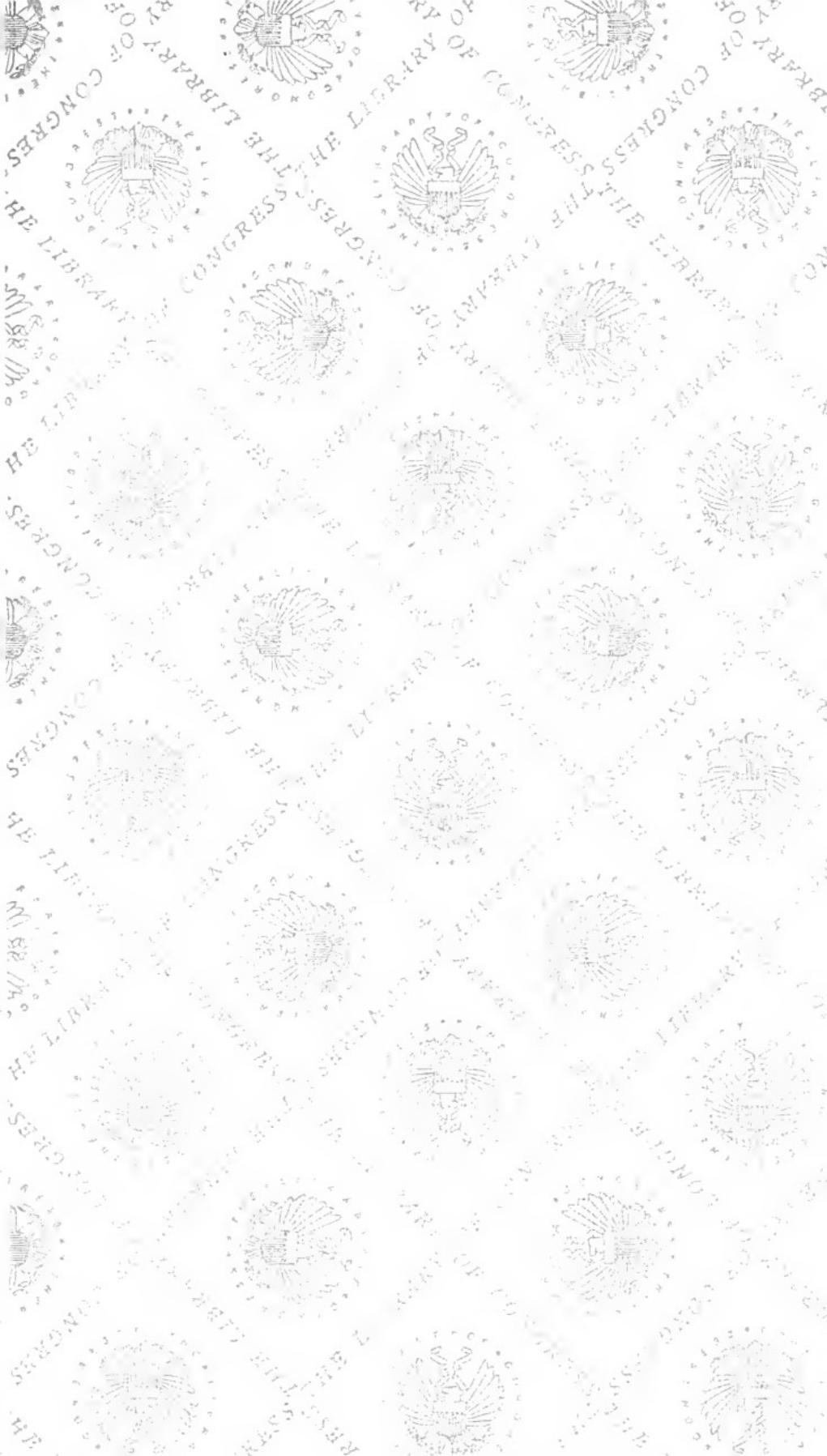
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TOPICS
FOR
CLASS STUDY

ADAPTED TO THE
HISTORY OF THE UNITED STATES.
CALIFORNIA STATE SERIES.

CHAS. E. HUTTON,

LOS ANGELES STATE NORMAL SCHOOL,
AND LATE PRINCIPAL OF THE SANTA ROSA SCHOOLS,
CALIFORNIA.

1891

Published and for Sale by
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BOOKSELLERS, STATIONERS AND SCHOOL FURNISHERS.
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UNITED STATES OF AMERICA.

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E. E. H.
1890

INTRODUCTION.

The Topical method obtains now in all successful teaching. It is also obvious that it is more profitable for the pupil to learn all of a given subject at one period in his course than to take it in detached parts. The arrangement of text-books gives events in chronological order; for some purposes this is both necessary and useful. The Topical plan, as given in the following pages, groups under one heading all the events relating to that subject, and therefore shows the origin, development, scope, and influence of that one principle in formulating the history of our nation.

Two illustrations will suffice: 1. Under Topic XV, Politics, are grouped the successive phases of political parties in the Government. We see why a party organizes, how it develops, and how it molds the policy of the nation to its platform of principles. When thus studied as a whole, a clearer and better idea of parties can be obtained by the pupil. 2d. Slavery, (Topic XXVI,) has been a potent factor in our

history, indeed the most potent of any. It begins its work in Colonial times; it develops during the Constitutional Convention; Statehood is subordinated to it; it permeates in later days the whole national policy. We study a little of it in one place, a little in another, and so on, in detached parts. The force of the principle is lost. But under the plan here given, the pupil's attention is directed entirely to that subject from the landing of the first slaves until the adoption of the 13th Amendment to the Constitution.

The method given in the following pages breaks up what may be termed the unity of the Administrations, as followed by textbooks. The President is but the representative of a policy, enunciated by the dominant party. We classify events in this manner merely for convenience of reference. When mention is made of the Kansas-Nebraska Act, the U. S. Bank, or Nullification, we do not first inquire, who was then President, but rather consider the cause, growth, and influence of that principle. The Administration is subordinated to the effect upon the interests of the nation as a whole.

Instead of following the movements of the several armies each year, there have been selected *Locative Points*, around which are grouped all the important operations in that locality. These make up the entire history of the war in that section, and tend to centralize the attention of the pupil to this one locality. An outline map should be used to mark the movements of the armies. Colored crayon will be of advantage in this, as well as to designate discoveries, explorations, settlements and the acquisition of territory.

The plan by Topics, as herein given, has been tested in actual class-work. The teacher gave her unqualified approval of the plan. I watched the progress of the work, and was convinced it had taken a strong hold upon the pupils. At the close of the period, it was the *unanimous opinion* of this class of thirty-five, that a greater interest had been awakened in them, that they had been stimulated to more earnest study, because they could trace results, and thereby could see more reason in the subject.

It is apparent that boys and girls study with greater zeal, when they can see or expect to see a result ensue from certain stated

causes. Undoubtedly much of the class-room disgust for History results from treating events as isolated and not as related parts. Related truths, related facts, and related events, whether in history, science, or literature, are the stimuli to further inquiry and investigation.

TOPICS.

	Page.
1. Historical Pre-view.....	9
2. Era of Discovery and Exploration..	9
3. Settlements	10
4. Colonies.....	11
5. New England.....	12
6. The Southern Group.....	13
7. The Middle Group.....	13
8. The Thirteen Colonies in 1750.....	14
9. The Interior.....	14
10. Development of the Nation.....	16
11. War for Independence.....	18
12. Other Events During the War.....	21
13. Development of the National Gov- ernment.....	21
14. The Presidents.....	22
15. Politics.....	23
16. Executive Departments.....	25
17. The Courts	25
18. The Territory	25
19. New States.....	26
20. Army and Navy	26
21. Indians.....	26
22. Finance	27
23. Revenue.....	27

	Page.
24. Debts.....	28
25. Internal Improvements.....	29
26. Slavery.....	29
27. Foreign Affairs.....	30
28. Treaties.....	31
29. Domestic Affairs.....	32
30. Wars:—	
with Tripoli.....	33
with Great Britain.....	33
with Mexico.....	34
of Secession.....	35
31. Noted men.....	37
32. National Development.....	38
33. Inventions.....	39
34. Educational Development.....	39
California.....	40
35. Settlement and Exploration.....	40
36. Under Mexican Rule.....	41
37. American Conquest.....	41
38. Politics	41
39. Mining.....	42
40. Industrial Interests.....	42
41. Land Interests.....	42
42. Law and Order.....	43
43. Education.....	23

TOPICS FOR STUDY.

I. Historical Pre-view.

1. Object in studying history, 1.
2. Beginning of U. S. History, 2.
3. Early England, 3.
4. The Dark Ages, 4.
5. Development of thought and activity, 5.
6. Marco Polo, 6.
7. The Oriental Trade, 7.
8. Ptolemy's Geography, 5, page 11.
9. Protestantism, 39.
10. Puritans, 40.
11. English Sovereigns, 41.
12. English Government, 42.

II. Era of Discovery and Exploration.

1. Discovery by the Northmen, 23.
2. Columbus:—
 - a. Life, 9.
 - b. His object, 8, 10.
 - c. How means were secured, 11.
 - d. The First Voyage, 12.
3. The Discovery, 13.

4. The Inhabitants, 14.
 - a. Indian, 17.
 - b. Indian life, 18.
 - c. Indian character, 19.
 - d. Indian relics, 20.
 - e. Mound-builders, 21.
 - f. The Aztecs, 22.
5. Explorations, 15.
6. Return Voyage, 16.
7. His report, 24.
8. Effect of the news, 25, 26.
9. His later voyages, 27.
10. The name given to the Continent, 28.
11. Spanish Explorations, 29, 31.
12. De Soto, 30.
13. French Voyages, 32.
14. French Explorations, 33.
15. English Explorations:—
 - a. John Cabot, 34, 35.
 - b. Drake, 36.
16. Portuguese-Cortereal, 37.

III. Settlements.

1. Difficulties, 43.
2. By France:—
 - a. St. Lawrence, 44.
 - b. Acadia, 45.

- c. Huguenots, 46.
Their massacre, 47.
- 3. By Spain, 48:—
St. Augustine, Santa Fe, California.
- 4. By England:—
 - a. Claim to Main-land, 49.
 - b. Gilbert and Raleigh Expeditions, 51.
 - c. Roanoke Island, 52, 53.
 - d. Jamestown, 53.

IV. Colonies.

Use the following outline or abstract for the study of the Colonies. It contains the essential points to be developed. The names are given as they occur in the text-book:

- a. Location.
- b. When founded.
- c. By whom.
- d. Cause for settlement.
- e. Government.
- f. Religion.
- g. Education.
- h. Productions.
- i. Customs.
- j. Events: i, Political; ii, Religious; iii, Social; iv, Indian.

k. Wars.

l. Noted men.

1. Plymouth and Massachusetts Bay, 55–70.
2. Rhode Island, 71–74.
3. Connecticut, 75–79.
4. New Hampshire, 80–81.
5. Virginia, 102–112.
6. Maryland, 113–120. .
7. North Carolina, 121–125.
8. South Carolina, 126–127.
9. Georgia, 128–133.
10. New York, 141–142.
11. New Jersey, 143–144.
12. Pennsylvania, 145–150.
13. Delaware, 151.

V. New England Group.

1. Emigration, 82.
2. Natural Advantages, 83.
3. “Towns” and Government, 84, 85.
4. Reasons for Union, 86, 87.
5. “The Apostle Eliot,” 88.
6. King Philip’s War, 89.
a. Cause; *b*, Events; *c*, Result.
7. Political:—
a. England, 90.
b. Navigation Acts, 91.

- c. Charters, 92, 93.
 - d. Governor Andros, 94.
 - e. Charter Oak, 95.
 - f. New Government, 1691, 96.
8. Religions:—
- a. Quakers, 97.
 - b. Witchcraft, 98.
9. Education, 99.
- a. Harvard.
 - b. Yale, 100.
10. Development, 101.

VI. Southern Group.

1. Political:—
- a. Oppression, 134, 135.
 - b. Loyalty, 136.
 - c. Bacon's Rebellion, 137.
 - d. Freedom, 140.
2. Education, 138.
3. Religion, 139.

VII. Middle Group.

1. Political:—
- a. Effect of Restoration, 152, 153.
 - b. Walpole's Administration, 156.
 - c. Quakers and Military Service, 157,

2. Piracy, 154, 155.
3. Development, 159.
4. Education, 160.
5. Religion, 161.

VIII. The Colonies in 1750.

1. Contrasts:—
 - a. As to the people, 163.
 - b. In occupations and productions, 165.
 - c. In laboring classes, etc., 164.
2. Forms of Government, 162.
 - a. Charter; b, Proprietary; c, Royal.
3. Professions, 166, 167.
4. Religion, 168.
5. Home-life:—
 - a. Houses, 169.
 - b. Dress, 170.
 - c. Amusements, 171.
6. Training and Penal Laws, 172.
7. Social life, 173.

IX. The Interior.

1. Exploration by the French:—
 - a. Canada, 175.
 - b. The Jesuits, 176.
 - c. In the West, 177.
 - d. Louisiana, 178.

2. War between the French and English Colonists, 179, 180.
3. Growth of New France:
 - a. Influence of the Iroquois, 181.
 - b. Louisiana, 182.
 - c. The People, 183.
4. The Struggle:
 - a. Rival Powers, 184, 185.
 - b. Conflicting Claims, 186.
 - c. Defenses:
 1. Outposts, 187.
 2. By Traders, 188.
 3. By the Ohio Company, 189.
 4. Fort Erie, 190.
 - d. Resistance:
 1. Washington's Mission, 191.
 2. Preparation in Virginia, 192.
 3. Fort at Pittsburg, 193.
 4. Battle, 194.
 5. Fort Necessity, 195.
 - e. Political Movements:
 1. British Ministry Plan, 196.
 2. Albany Convention, 197.
 3. Franklin's Plan, 198.
 - f. Military Plans, 199.
 - g. Military Movements:
 1. On Fort Duquesne, 200.

2. On the Acadians, 201.
 3. On Oswego, 202.
 4. Fort William Henry, 203.
 5. Fort Frontenac, 204.
 6. Quebec, 205, 206.
 7. Conquest of Canada, 207.
 8. In the West Indies, 208.
 9. The Ottawas, 209.
5. The Peace of Paris, 210.
 6. Results of the War, 211, 212.

X. Development of the Nation.

1. England's Claims:—
 - a. To tax America, 213.
 - b. Royal Demands, 215.
 - c. Of the Home Government, 214.
2. England's Policy:—
 - a. Navigation Acts, 91.
 - b. Taxation, 162.
 - c. Enforcement of Trade Laws, 216, 217.
 - d. Writs of Assistance, 218.
 - e. Stamp Act, 219.
 - f. Its Repeal, 229.
 - g. The King's Acts, 231.
 - h. The Townshend Act, 232, 233.
 - i. British Troops in Boston, 236.

- j. Boston Massacre, 237.
 - k. Repeal of Duties, 238.
 - l. Government by Royal Orders, 239.
 - m. Violent Acts, 240.
 - n. Tea Tax, 238, 241.
 - o. Boston Port Bill, 243.
3. Resistance to Oppressive Acts:—
- a. American Feeling, 214.
 - b. Protest against Stamp Act, 220.
 - c. Colonial correspondence, 222.
 - d. Opposition of Otis and Henry, 223.
 - e. Sons of Liberty, 225.
 - f. Stamp Act Congress, 226.
 - g. Successful Resistance, 228.
 - h. The National Spirit, 230.
 - i. "The Illustrious Ninety-two," 234.
 - j. Organized Resistance, 235.
 - k. Tea Disposed of, 242.
4. Political Acts:—
- a. Continental Congress, 244.
 - b. Its Acts, 245.
 - c. Association for non-importing and non-consuming, 246.
 - d. Committee of Safety and Minute-men, 247.

- e. Discussion in Parliament, 248.
 - f. Continental Congress, 253.
 - g. Power of Congress, 254.
 - h. State Governments, 268.
 - i. Separation, 272.
 - j. The Declaration, 274, 275, 276.
 - k. U. S. Government, 277.
5. Overt Acts:—
- a. Lexington, 249.
 - b. Concord, 250.
 - c. The March to Boston, 251.
 - d. The Influence of these, 252.
6. Noted Men:—
- a. Jas. Otis, 218, 235.
 - b. Patrick Henry, 224, 244.
 - c. John Dickinson, 227, 235.
 - d. Christopher Gadsden, 227, 244.
 - e. Samuel Adams, 235, 244.
 - f. John Hancock, 235.
 - g. Geo. Washington, 236, 244, 252.
 - h. R. H. Lee, 244.
 - i. John Adams, 244.
 - j. John Jay, 244.

XI. War for Independence.

Locative Points (for explanation, see page 5): 1, Lexington; 2, New York; 3, Charleston; 4, Yorktown; 5, Naval.

1. *Lexington*: Events grouping around this point:—
 - a. Lexington, 249.
 - b. Concord, 250.
 - c. Green Mountain Boys and Ticonderoga, 255.
 - d. Crown Point, 255.
 - e. The Continental Army and Officers, 256, 257.
 - f. Bunker Hill, 258, 259, 260, 261.
 - g. Boston, 262, 264.
 - h. Invasion of Canada, 265, 266.
 - i. Montreal and Quebec, 267.
2. *New York*: Events grouping around this point:—
 - a. Long Island, 280.
 - b. New York:—
 1. Surrender, 281.
 2. Execution of Hale, 282.
 3. Retreat, 283, 284.
 - c. Newport, 286.
 - d. Recovery of New Jersey, 287.
 - e. Brandywine, 291.
 - f. Germantown, 292.
 - g. Valley Forge, 293.
 - h. Philadelphia abandoned, 296.
 - i. Monmouth, 297.
 - j. Stony Point, 301.

- k. Siege of Newport, 299.
 - l. Burgoyne's Invasion, 303.
 - 1. In Mohawk Valley, 304.
 - 2. Bennington, 305.
 - 3. Saratoga, 306, 307.
 - 4. Effect of his Defeat, 308.
 - m. Wyoming Valley, 312.
 - n. Senecas, 313, 314.
 - 3. *Charleston*: Events grouping around this point:—
 - a. Charleston, 271.
 - b. Cherokees, 311.
 - c. Savannah, 321, 322.
 - d. Fall of Charleston, 323.
 - e. Patriot exiles, 325.
 - f. Camden, 326, 327.
 - g. Cornwallis' Reign of Terror, 328, 329.
 - h. King's Mountain, 330.
 - i. Cowpens, 332, 333.
 - j. Guilford Courthouse, 333.
 - k. Eutaw Springs, 334.
 - 4. *Yorktown*: Events grouping around this point:—
 - a. Richmond, 335.
 - b. Yorktown, 337, 338, 339.
 - 5. *Naval*:
Privateers, 269, 270, 316, 317.
 - 6. Treaty of Paris, 340.

XII. Other Events During the War.

1. Uniform and Flag, 263.
2. Paine's "Common Sense," 272.
3. Charles Lee, 285, 298.
4. Foreign Patriots, 289.
5. Plot against Washington, 294.
6. French Alliance, 295.
7. Arnold's Treason, 319, 320.
8. Continental Money, 342.
9. Paper Money, 343.

XIII. Development of the National Government.

1. Articles of Confederation, 347.
2. Points of Weakness:—
 - a. Land Claims, 348.
 - b. Western Claims, 349.
 - c. Northwest Territory, 350.
 - d. Regulation of Commerce, 351.
 - e. Forced Collections, 355.
3. A New Government, 352.
4. The Constitutional Convention:—
 - a. The Meeting, 354, 356.
 - b. Difficulties, 357, 358.
 - c. Constitution completed, 359.
 - d. Constitution before the People, 360.
 - e. Constitution Adopted, 361.

CONSTITUTIONAL PERIOD.

XIV. The Presidents.

Under this heading secure short biographical notes, written and oral, and by what party each was elected.

1. Washington, 1789–1797; 191, 361, 362, 375, 395, 408.
2. John Adams, 1797–1801; 273, 295, 361, 396, 400, 401, 410, 469.
3. Jefferson, 1801–1809; 275, 389, 400, 407, 409, 411, 412, 427, 469.
4. Madison, 1809–1817; 352, 426, 428.
5. Monroe, 1817–1825; 453, 454, 455.
6. J. Q. Adams, 1825–1829; 466, 467, 468, 509.
7. Jackson, 1829–1837; 466, 477, 478, 479.
8. Van Buren, 1837–1841; 483, 489, 499, 500.
9. W. H. Harrison, 1841, 1 mo.; 430, 441, 444, 511, 512, 513.
10. Tyler, 1841–1845; 511, 514, 515.
11. Polk, 1845–1849; 519, 526, 527.
12. Taylor, 1849–1850; 529, 540, 542, 543.
13. Fillmore, 1850–1853; 540, 546.
14. Pierce, 1853–1857; 553, 555, 556.
15. Buchanan, 1857–1861; 568, 570, 571.

16. Lincoln, 1861–1865; 576, 582, 587, 588, 589, 657, 658, 659.
17. Johnson, 1865–1869; 657, 660, 661.
18. Grant, 1869–1877; 614, 630, 637, 644, 654, 674, 675, 676, 701, 702, 720.
19. Hayes, 1877–1881; 692, 693, 695, 696.
20. Garfield, 1881, 7 mos.; 701, 704, 705, 706.
21. Arthur, 1881–1885; 701, 707, 708.
22. Cleveland, 1885–1889; 719, 720, 721.
23. Benj. Harrison, 1889.

XV. Politics.

1. Federalists, 360.
2. Republicans, 388, 389.
3. Geographical Parties, 395.
4. Election in 1796, 396.
5. Federalist Measures, 405.
6. Republican Opposition, 406.
7. Resolutions of '98, 407.
8. Election in 1800, 409.
9. Federalist Opposition, 424, 425.
10. Election in 1808, 426.
11. "War Men," 433.
12. Federalist Opposition, 438.
13. The Hartford Convention, 451.
14. Election in 1816, 453.
15. Federalist Party, 454.

16. Missouri Compromise, 460.
17. Election in 1824, 466.
18. New Parties, 475.
19. State Sovereignty, 476.
20. Election in 1828, 477.
21. Rotation in Office, 480.
22. Election in 1832, 481, 483.
23. Whigs, 487.
24. Webster-Hayne Debate, 488.
25. Election in 1836, 489.
26. Election in 1840, 511.
27. Tyler and the Whigs, 514.
28. Election in 1844, 519, 520, 521.
29. Mexican War, 533.
30. Wilmot Proviso, 534.
31. Election in 1848, 540.
32. Free-Soil Party, 541.
33. Election in 1852, 553, 554.
34. Republican Party, 561.
35. Kansas, 562.
36. Election in 1856, 568, 569.
37. Lincoln-Douglas Debate, 576.
38. Election in 1860, 580, 581, 582.
39. Election in 1864, 657.
40. Election in 1868, 674.
41. Election in 1872, 685.
42. Election in 1876, 692.
43. The Electoral Commission, 693.

44. Election in 1880, 701, 703.
45. Election in 1884, 719.
46. Election in 1888, —.

XVI. Executive Departments.

1. Organization, 367.
2. The Several Officers (trace up to present time).

XVII. The Courts.

1. Supreme Court, 368.
2. Subordinate Courts, 368.
3. Chief Justices, 369 and other sources.

XVIII. The Territory.

(Use a map.)

1. Northwest Territory, 350.
2. Western Claims, 349.
3. Organization, 370.
4. Louisiana, 417.
5. Florida, 456.
6. Oregon Boundary, 518, 519, 528.
7. Texas, 522, 529.
8. New Mexico and California, 537, 538.
9. Utah, 547.
10. Kansas and Nebraska, 558.
11. Gadsden Purchase, 547.
12. Alaska, 673.

XIX. New States.

1. Vermont and Kentucky, 378.
2. Slavery, the controlling principle, 459—
Tennessee, Ohio, Louisiana, Indiana,
Mississippi, Illinois, Alabama.
3. Maine and Missouri, 460.
4. Texas, 522.
5. Arkansas, Michigan, Florida, Iowa,
Wisconsin, 523.
6. California, 548.
7. Kansas, Minnesota, Oregon, 577.
8. West Virginia and Nevada, 656.
9. Nebraska, 668.
10. Colorado, 688.
11. Washington, Montana, North and South
Dakota, —.
12. Idaho and Wyoming, —.

XX. Army and Navy.

1. Navy Department, 404.
2. Military Academy, 437.
3. Naval Academy, 496.
4. G. A. R., 722.

XXI. Indians.

1. Government Policy, 380.
2. War in the Northwest, 381.

3. Outbreak, 430.
4. Tecumseh, 444.
5. The Creeks, 448.
6. The Seminoles, 456.
7. Black Hawk War, 498.
8. Modocs and Sioux, 690.
9. Apaches, 724.
10. Sioux in Dakota.

XXII. Finance.

1. U. S. Bank:
 - a. Hamilton's Scheme, 385.
 - b. History of the Bank, 482.
 - c. Jackson's Opposition, 481.
 - d. Effort to re-establish, 506.
2. Speculation, 501.
3. State Banks, 502.
4. Panic, 503, 504.
5. Sub-Treasury, 505, 506.
6. Greenbacks, 655.
7. National Banks, 656.
8. Financial Troubles, 691.
9. Coinage, 697.
10. Money Standards, 698.
11. Resumption of Specie Payments, 699.

XXIII. Revenue.

1. Duties, 364.

2. Tariff:—

- a. Revenue, 365.
- b. Protective, 366, 471.
- c. Sectional Opposition, 472.
- d. "American System," 474.
- e. Compromise, 486.
- f. War Duties, 655.
- g. The Morrill Tariff, 713.
- h. Tariff Commission and Reform, 714.
- i. The Mills Bill, —.
- j. The McKinley Tariff, —.
- k. An Unsettled Question, 723.

3. Taxes:—

- a. On Liquors, 382.
- b. Resisted, 383.
- c. War, 655.

4. From Postal Service, —.

5. From Public Lands, —.

6. From Internal Revenue, —.

XXIV. Debts.

1. National, 372.
2. Assumption of State, 373.
3. Funded, 384.
4. Treasury Notes, 505.
5. State, 507.

6. Resulting from the War, 654, 655.
7. Refunding, 700.

XXV. Internal Improvements.

1. Cumberland Road, 462.
2. Erie Canal, 463.
3. "American System," 474.
4. Transcontinental Railways, 681.

XXVI. Slavery.

1. In the Colonies, 135, 164.
2. In the States, 379.
3. Sectional, 457.
4. Conflicting Interests, 458.
5. In Territories, 459.
6. Compromise, 460.
7. Calhoun's Idea, 485.
8. Abolitionists, 492.
9. Riots, 508.
10. Anti-Slavery Petitions, 509.
11. Contest of '40, 511.
12. Contest of '44, 521.
13. Texas, 522.
14. Equal Representation in the Senate, 523.
15. Wilmot Proviso, 534.
16. Free-Soil Party, 541.

17. Fugitive Slave Law, 547, 548, 549.
18. New Leaders, 550.
19. Campaign of '52, 553.
20. Free-Soilers, 554.
21. Douglas' Report, 557.
22. Kansas-Nebraska Act, 558.
23. Repeal of Missouri Compromise, 559.
24. Anti-Nebraska Men, 561.
25. Struggle for Kansas, 562, 563, 564.
26. Dred Scott Case, 573, 574.
27. The Lecompton Bill, 575.
28. Lincoln-Douglas Debate, 576.
29. John Brown's Raid, 578, 579.
30. Political Platforms, 580, 581.
31. Secession, 582, 583.
32. Lincoln's Views, 588.
33. Emancipation, 628.
34. The 13th Amendment, 663.

XXVII. Foreign Affairs.

1. Genet's Mission, 390.
2. France, 402, 403, 404.
3. Berlin Decree, 421.
4. Embargo, 422, 423, 424, 425.
5. Non-Intercourse, 426.
6. England and France, 431.

7. War with Great Britain, 436.
(Note. Details will be studied under the topic, *Wars.*)
8. Opposition to the War, 438.
9. Liberia, 461.
10. Monroe Doctrine, 464.
11. Congress at Panama, 470.
12. Texas, 517.
13. Oregon, 518.
14. War with Mexico, 530.
(Note. Details will be studied under the Topic, *Wars.*)
15. The Ostend Circular, 565.
16. Koszta, 566.
17. Japan, 566.
18. Complications during the war of Secession, 593.
19. Mason and Slidell, 595.
20. Affairs in Mexico, 672.
21. The Fishery Question, 678.
22. Geneva Award, 679.
23. Cuba and San Domingo, 680.
24. Chinese Immigration, 712.

XXVIII. Treaties.

1. Of Paris, 340.
2. Jay's, 391.
3. Of Ghent, 450.

4. Webster-Ashburton, 516.
5. Oregon Boundary, 528.
6. Guadalupe-Hidalgo, 538.
7. Of Washington, 677.
8. With China, 712.

XXIX. Domestic Affairs.

1. Location of National Capital, 374.
2. Change of Customs, 413.
3. Lewis and Clark's Expedition, 418.
4. Nullification, 484, 485.
5. Mormons, 510, 711.
6. Dorr's Rebellion, 525.
7. Patroons, 525.
8. California, 544.
9. Maine Law, 552.
10. The Confederacy, 585, 586.
11. Reconstruction, 660, 662, 663, 564, 665, 666.
12. Negro Suffrage, 667, 683.
13. Tenure-of-Office Act, 670.
14. Impeachment of President, 671.
15. Fires in Chicago and Boston, 682.
16. K. K. K., 684.
17. Credit Mobilier, 687.
18. The Whisky Ring, 687.
19. Centennial Anniversary, 688.

20. Grant's Tour, 702.
21. New Orleans International Exposition, 709.
22. Yorktown Centennial, 710.
23. Civil Service Reform, 715.
24. Signal Service, 717.
25. Arctic Exploration, 718.
26. Strikes and Riots, 725.
27. Knights of Labor, 726.
28. Washington Monument, 728.
29. Centennial of Washington's Inauguration, —.

XXX. Wars.

1. With Tripoli:
 - a. Cause, 419.
 - b. Result, 419, 420.
2. With Great Britain:
 - a. Cause, 431, 432, 433.
 - b. Result, 350, 452.
 - c. Locative Points:
 - A. THE LAKES.
 1. On to Canada, 439.
 2. Detroit, 440.
 3. Queenstown, 440.
 4. Fort Meiggs, 441.
 5. Fort George, 441.
 6. Lake Erie, 442, 443.

7. Thames, 444.
8. Chippewa Creek, 445.
9. Lundy's Lane, 445.
10. Lake Champlain, 445.

B. WASHINGTON:—

1. Depredations on the Coast, 446.
2. Washington, Baltimore and Fort McHenry, 447.

C. NEW ORLEANS:—

1. The Creeks, 448.
2. New Orleans, 448.

D. NAVAL:—

Combats on the Ocean, page 230.

3. War with Mexico:—

- a. Cause, 530, 531.
- b. Result, 538.

c. Locative Points:—

A. MATAMORAS:—

1. Fort Brown, Palo Alto,
Resaca de la Palma, Matamoras, Monterey, 532.
2. Buena Vista, 535.

B. VERA CRUZ:—

1. Vera Cruz, Cerro Gordo, 535.
2. Contreras, Cherubusco, Chapultepec, Mexico, 536.

C. MONTEREY, CALIFORNIA:—

1. Monterey, Los Angeles, 537.

2. The "Bear Flag," 768.
4. The War of Secession:
 - a. Cause, 582, 583, 584, 587.
 - b. Result, 653.
 - c. Locative Points:
 - A. RICHMOND:
 1. Bull Run, 597.
 2. Ball's Bluff, 599.
 3. Fair Oaks, Seven Pines, 601.
 4. Seven Days' Battle, 603.
 5. Cedar Mountain, 604.
 6. Lee's First Invasion, 605.
 7. Fredericksburg, 607.
 8. Chancellorsville, 608.
 9. Lee's Second Invasion, 609.
 10. Gettysburg, 610.
 11. Merrimac and Monitor, 622, 623, 624.
 12. The Wilderness, 646.
 13. Cold Harbor, 647.
 14. Winchester, 648.
 15. Petersburg, 649.
 16. Richmond, 651.
 17. Appomattox, 652.
 - B. VICKSBURG:
 1. Wilson's Creek, 611.
 2. Pea Ridge, 618.
 3. New Orleans, 626, 627.

4. Vicksburg, 629, 630, 631.

5. Port Hudson, 632.

C. CHATTANOOGA:—

1. Mill Spring, 613.

2. Forts Henry and Donelson, 614.

3. Shiloh, 615.

4. Corinth, 616.

5. Invasion of Kentucky, 619.

6. Murfreesboro, 620.

7. Morgan's Raid, 633.

8. Chickamauga, 634, 635.

9. Lookout Mountain and Missionary Ridge, 637.

10. Atlanta, 641.

11. Sherman's March, 642.

12. Nashville, 643.

D. CHARLESTON:—

1. Fort Sumter, 590.

2. Hatteras Inlet and Port Royal, 621.

3. Fort Pulaski, 625.

4. Goldsboro, 650.

E. CRUISERS:—

1. Alabama, 594.

2. Sumter, —.

3. Florida, —.

4. Georgia, —.

- 5. Shenandoah, —.
- e. Expenses, 654.
- d. Noted Officers:—
 - 1. Grant (see Topic XIV, 18.)
 - 2. Sherman.
 - 3. Sheridan.
 - 4. McClellan.
 - 5. Burnside.
 - 6. Meade.
 - 7. Hooker.
 - 8. Hancock.
 - 9. Lee.
 - 10. Jackson.
 - 11. Beauregard.
 - 12. A. S. Johnston.
 - 13. Hood.
 - 14. D. H. Hill.
 - 15. Jos. E. Johnston.

XXXI. Noted Men.

The Presidents have already been given under Topic XIV.

- 1. Franklin, 158, 198, 244, 273, 275, 278, 357, 377.
- 2. Jay, 360, 369, 391.
- 3. La Fayette, 465.
- 4. Hamilton, 353.

5. Whitney, 399.
6. Burr, 409.
7. Fulton, 415, 446.
8. Clay, 434, 466, 521.
9. Calhoun, 435, 485.
10. Webster, 465, 473, 488, 516.
11. Irving, 497.
12. Garrison, 508.
13. Jos. Smith, 510.
14. Benton, 560.
15. Fremont, 568.
16. Douglas, 557, 575, 576, 580, 582.
17. John Brown, 578.
18. Ericsson, 623.
19. Greeley, 686.
20. Mann, 739.
21. Edison:—

XXXII. National Development.

1. Prosperity, 376.
2. Business, 392.
3. Western Development, 393.
4. Census, 394.
5. Incentives to Growth, 397.
6. Southern Growth, 398.
7. Immigration, 490.
8. Social Reforms, 491.

9. Railways, 494.
10. World's Fair, 566.

XXXIII. Inventions.

1. Cotton-gin, 398.
2. Steamboat, 414.
3. Screw-propeller, 493.
4. Agricultural Implements, 566.
5. Electricity, 727.
6. Telegraph, 524.
7. Telephone, —.

XXXIV. Educational Development.

1. Colleges, 397, 496.
2. Public Schools, 291, 374, 495.
3. Authors, 497.
4. Education:
 - a. National, —.
 1. West Point, 730.
 2. Naval Academy, 730.
 3. District of Columbia, 730.
 4. Land Grants, 731.
 5. Bureau of Education, 732.
 - b. State:
 1. Appropriations, 733.
 2. Revenue, 735.

3. University, 736.
4. Normal Schools, 737.
5. Institutes and Conventions,
 740.
6. Higher Schools, 741.
 - c. Leaders, 738, 739.
 - d. Special Training, 742.
5. Science:—
 - a. Geology, 743.
 - b. Natural History, 743.
 - c. Physics, 744.
 - d. Astronomy, 745.
 - e. Observatories, 745.

CALIFORNIA.

XXXV. Settlement and Exploration.

1. Province of Spain, 747.
2. Early Explorations, 31, 36, 747.
3. By the Franciscans, 748.
4. First Settlement, 749, 750.
5. San Francisco Bay, 751.
6. Missions:—
 - a. What they are, 752.
 - b. Padres, 752.
 - c. Number, 752, 753.
 - d. Property, 752.

7. Presidio; Pueblo, 754.
Two Oldest, 754.
8. Government, 755.

XXXVI. Under Mexican Rule.

1. The Change, 758.
2. Government, 759.
3. Secularization of Missions, 760.
4. Population, 761.
5. Business, 761.
6. Americans, 762, 763, 764, 765, 766.

XXXVII. American Conquest.

1. Effect of War with Mexico, 767.
2. The "Bear Flag," 768.
3. Sloat's Movements, 769.
4. Stockton's Proclamation, 770.
5. Battles, 771.
6. Kearney and Stockton, 772.
7. Political and Social Condition, 773.
8. Military Governors, 774.

XXXVIII. Politics.

1. Constitutional Convention, 775.
2. Questions at Issue, 776.
3. Admission as a State, 548.

4. State Fractions, 786.
5. Electoral Vote, 788.
6. Governors, page 388.
7. The War Period, 789.
8. Workingmen's Party, 792.
9. The New Constitution, 793.

XXXIX. Mining.

1. Discovery of Gold, 544, 777, 778.
2. Progress, 780.
3. New Mines, 790.
4. The "Big Bonanza," 791.

XL. Industrial Interests.

1. Agriculture, 795.
2. Manufacture, 796.
3. Railways, 794.
4. Chinese, 792.

XLI. Land Interests.

1. Mexican Titles, 784.
2. U. S. Commission, 784.
3. Squatters, 785.

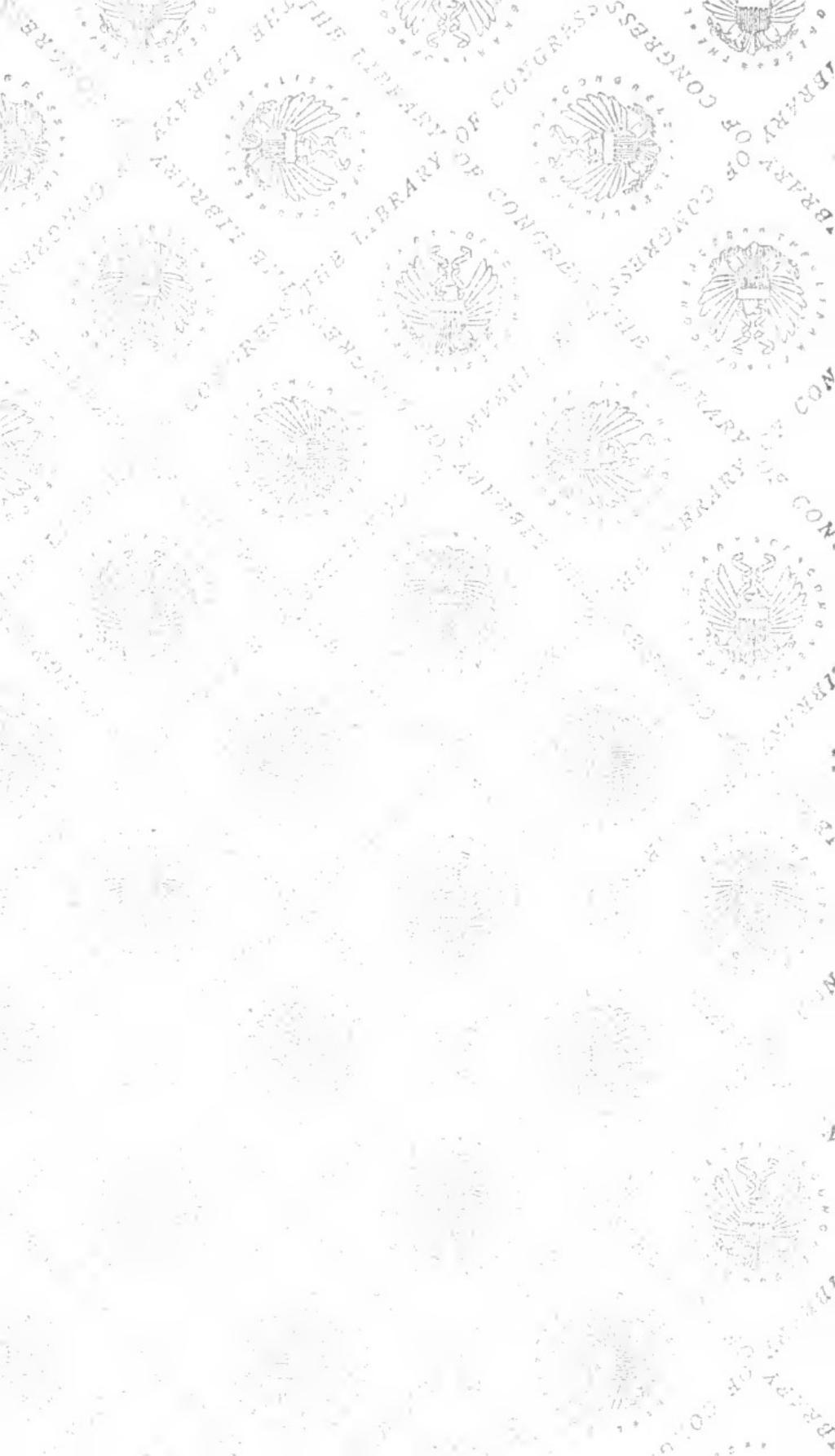
XLII. Law and Order.

1. In Early Days, 773.
2. In the Mines, 779.
3. In San Francisco, 781.
4. Vigilance Committees, 782, 783.
5. Labor Agitation, 792.

XLIII. Education.

1. Public Schools, 797.
2. Normal Schools, 799.
3. State University, 800.
4. Leland Stanford, Jr., University, 801.

W 133





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